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ABSTRACT

This observer's guide and checklist contains materials suitable for on-site evaluation of vocational education programs, a preliminary step in identifying quality indicators. It includes a cover sheet for recording program location and descriptive information and a list of procedures for conducting the evaluation. Separate sheets are provided for the rating of each of 18 quality indicators. Descriptions are given of inferior and superior examples of the particular quality indicator. In addition to a rating scale, space is provided for recommended action to close the gap. These quality indicators are included: needs assessment, guidance program, student placement, followup activities, community responsiveness, evaluating pupils, teacher selection, teacher evaluation, inservice growth, building facilities, vocational classrooms, operation and maintenance (of vocational education areas), tools and equipment, objectives, pupil growth, special pupils, curriculum and change, and innovation. (YLB)

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QUALITY INDICATORS FOR VOCATIONAL EDUCATION

BY

WORLDWIDE EDUCATION AND RESEARCH INSTITUTE

FOR

THE UTAH STATE BOARD OF VOCATIONAL EDUCATION

JANUARY 1982

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE AND CHECKLIST

PROGRAM LOCATION AND DESCRIPTIVE INFORMATION:

School Name.....

Community.....

Vo. Ed. areas observed.....

Name of Contact Person(Teacher):.....

Teacher's Address.....

Teacher's Telephone Number.....

Approximate Teacher-Pupil Ratio.....

Evaluative Data Analyzed: Yes No

Number of pupils interviewed.....

Number of employers interviewed.....

Date Observation was made.....

Name of Observer.....

Overall Impressions or Comments:

VOCATIONAL EDUCATION: QUALITY INDICATORS

P R O C E D U R E

1. Whenever possible, notify the vocational education instructor of your time of coming and what you intend to do.

2. Upon arrival, contact the school principal or director as a courtesy.

3. Meet with the vocational education teachers. Establish a rapport.

4. Observe the classes, equipment, guidances program, facilities, etc. (as per checksheet).

5. Interview a sampling of vo. ed. students.

6. Review all available data on the vo. ed. programs. i.e. achievement, follow-up, dropouts, advisory committee meetings, etc.

7. In a private place, fill out the rating forms entirely.

8. In a conference with the vo. ed. teacher(s), ask additional questions to complete the forms, review your findings and conclusions with them and ask for concurrence, suggestions, etc.

9. Ask permission to administer tests or to conduct a survey of local employers.

10. Administer tests and interview schedules.

11. Before leaving the site, summarize the significant features, strengths, and weaknesses of the program visited.

QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. NEEDS ASSESSMENT.

INFERIOR: No formal needs assessment has been made. The program provided is largely dictated by a course outline provided by the State or a "canned program."

SUPERIOR: A needs assessment has been done and is done frequently to determine the focus and emphasis of the program provided. The needs assessments focus on learner needs, clearly defined the target population, produce some relevant, realistic objectives with priorities, consider alternative stategies of attaining pupil outcomes(objectives), and incorporate some continuing(formative) and final(summative) evaluation.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

II. GUIDANCE PROGRAM

INFERIOR: Guidance counselors are not assigned to the vocational education programs. Pupils seldom see counselors except in emergency situations of a disciplinary nature. Counselors lack effective relationships with parents and teachers.

SUPERIOR: All counselors and teachers, regardless of grade level or subject taught, recognize the importance of the vocational education program. Each pupil has the opportunity to develop a close counseling relationship with teachers. Guidance personnel and vocational education teachers see an important part of their responsibility as maintaining close working relationships. Vocational counseling is considered important throughout the school. Group counseling is used where appropriate. The school makes guidance services available to pupils after leaving school to assist them in adjusting to jobs or new educational experiences.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average;
-----Superior

ACTION NEEDED TO CLOSE THE GAP:

III. STUDENT PLACEMENT

INFERIOR: No aggressive placement program is in operation. Students are largely on their own to find jobs when they leave school and after leaving, the school considers that it has no responsibility for their placement or vocational success.

SUPERIOR: An aggressive placement program is pursued with vigor. Student placement is successful on appropriate, good jobs and placement services are available to pupils after leaving school in order to help them adjust to jobs and be vocationally successful.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

IV. FOLLOW-UP ACTIVITIES

INFERIOR: No follow-up information is regularly gathered and systematically used. When data are gathered they are old or not utilized in changing the curriculum or guidance services of the school.

SUPERIOR: Follow-up studies are completed regularly (at least once every three years). These studies gather relevant data and genuine efforts are made to make significant curriculum modifications to reflect the changing needs of pupils and the jobs available in the world of work.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average;
-----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

V. COMMUNITY RESPONSIVENESS

INFERIOR: Generally, programs operate without reference to community thinking, but sometimes respond to underable influences of pressure groups. Advisory commities are not appointed except as required by law, and then serve in a perfunctory fashion. Complaints or petitions are seldom answered. No attempt is made to keep the public informed about the operation of the vocational education programs. Citizens are generally poorly informed or misinformed.

SUPERIOR: A vigorous and honest program of public information is carried out continuously. There is encouragement of participation in advisory committees, parent-teacher organizations, and special study committees. Complaints are considered thoughtfully and answered with dispatch and with reasons. The spirit of two-way communication and a genuine desire for continuous public input to improve the school program is evident.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

VI. EVALUATING PUPILS

INFERIOR: No systematic evaluation system is in effect. Or, if in effect, standardized tests, if used bear little relation to the vocational education program and are not used for diagnostic purposes. Special-purpose or teacher-devised evaluative instruments are not available or used. Records are not kept and used.

SUPERIOR: Procedures and instruments used for evaluating pupil progress are specifically geared to the educational goals and curriculum in use. In addition to measuring acquired vocational skills, evaluation is designed to measure pupil growth in the development of attitudes, values, concepts and self-understanding.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average;
-----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART B: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. TEACHER SELECTION

INFERIOR: Local candidates for vocational education teachers are sometimes employed solely on the basis of favoritism or as a result of political pressure. Only inexperienced teachers are employed. Qualified applicants are sometimes denied employment because of nonprofessional factors such as race, relision, age, sex, residence, or marital status.

SUPERIOR: Selection criteria which include the on-the-job, paid, practical experience in the "world of work" have been established and are followed. Emphasis in selection is placed upon advanced preparation and professional experience, but potentially outstandins beginners are also considered for employment.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART B: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

II. TEACHER EVALUATION

INFERIOR: There is no evidence of an evaluation procedure for teachers. If one exists, the evaluators are poorly prepared or given insufficient time for their assignments, or procedures are haphazard. Vocational education teachers are rarely visited by supervisors, and evaluations are not shown to or discussed with those evaluated.

SUPERIOR: Although special emphasis is placed upon probationary teachers, every vocational education teacher is evaluated on a continuing basis and shares responsibility for such evaluation. The primary purpose of the evaluations is the improvement of performance. Criteria of evaluation are explicit, are written, and are made known to all concerned. Various techniques are used, including evaluations by more than one evaluator.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

III. INSERVICE GROWTH

INFERIOR: No systematic program of inservice growth is provided by the school district and the teacher has not initiated one on his own.

SUPERIOR: The school system conducts inservice workshops for the orientation and trainins of vocational education teachers. This is a supplement to the inservice development programs provided by the State Agency and in addition to the professional growth program initiated by and carried out by the teachers themselves.

Check the appropriate description below:

-----Inferior; ----- Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART C: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. BUILDING FACILITIES

INFERIOR: Facilities and equipment are not adequate for vocational educaton needs. The lighting is poor, heating is inadequate, as are the sanitary facilities, and the plumbing is poor or outmoded.

SUPERIOR: Facilities and equipment adequately support all needs of the vocational education program. There are facilities for homemaking, business education, vocational and general shops, storage, etc. All facilities are designed with particular attention to safety, lighting, color, heating and cooling, ventilation, acoustics, and aesthetic appearance.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART C: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

II. Vocational classrooms

INFERIOR: An insufficient number of classrooms are available for vocational education. Those available are generally too small for desirable programs.

SUPERIOR: Vocational education classrooms and related facilities are sufficient in number and size. All classrooms are equipped for the use of various types of audio-visual media. Classrooms are ample in size and are designed for maximum adaptability to various kinds of small and large instructional groupings.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART C: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

III. OPERATION & MAINTENANCE

INFERIOR: The vocational education areas are generally kept in a poor state of cleanliness and repair. Custodial services are poorly conducted and organized, resulting in wasteful practice and poor standards of performance. Custodial and maintenance personnel are generally untrained, supervision of their work is insufficient and lax. Maintenance is generally confined to emergencies.

SUPERIOR: All vocational education areas are kept in good repair. Standards of cleanliness and housekeeping are uniformly high. Policy calls for regularly scheduled, periodic safety and maintenance surveys, and inspections. Preventive rather than corrective maintenance is the rule. The custodial and maintenance staff is adequate in number, well trained, and well supervised.

Check the appropriate description below:

-----Inferior; -----Below Average; ----- Average; -----Above Average;
-----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART D: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. TOOLS & EQUIPMENT

INFERIOR: Most instructional equipment in the vocational areas is obsolete and badly in need of repair. Little supplementary tools and equipment are available. The tools, equipment and materials available are inadequate to carry out the vocational education program.

SUPERIOR: The tools, equipment and materials available are adequate to carry out the vocational educational program. These are modern and reflect the latest "state-of-the-art" to be found in the "world-of-work." Microcomputers, educational television, radio, and various programmed self-instructional materials, printed and non-printed, are used as supplements to the instructional program. All instructional materials, tools, and equipment are evaluated periodically for their contribution to instruction and are kept up to date. Materials and equipment are available to vocational education teachers on short notice.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART E: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. OBJECTIVES

INFERIOR: There is no statement of philosophy, goals or objectives for the vocational educational program. Or, if one exists, it is obsolete and obscure, bearing little relationship to reality. Or, it has one but it was devised by some external authority and imposed upon the present staff.

SUPERIOR: There is a clearly worded, written statement of broad educational philosophy and aims which has been cooperatively developed. Included is a clear statement of specific educational priorities which lists objectives in some order of importance, which relates objectives to practice, and which gives direction to the program. The statement has been written or revised within the past five years, is well publicized, and is used as a basis for curriculum planning and evaluation.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART E: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

II. PUPIL GROWTH

INFERIOR: Focus of the educational program is almost completely upon the acquisition of subject matter. No provision is made for responding to individual pupil needs, interests, or abilities. Factual content is stressed exclusively; no effort is made to develop or foster pupil creativity and problem-solving skills.

SUPERIOR: Focus of the educational program i upon the needs, interests, and abilities of pupils as well as upon subject matter. Pupil creativity and problem-solving skills are fostered and developed along with appropriate emphasis on factual content. Emphasis is placed upon developing physical, emotional, social, and intellectual competence, enabling pupils to develop their powers to learn, to accept responsibility, to adjust to their work environment, and to relate appropriately to their social environment. Stress is placed upon desirable changes in behavior and attitudes as well as upon the skills, knowledge, and competencies.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART E: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

III. SPECIAL PUPILS

INFERIOR: There are no special programs for handicapped pupils or those whose nees are unique.

SUPERIOR: Special programs, as necessary, provide adequately for the unique needs of mentally, physically, and emotionally handicapped pupils, as well as gifted pupils and non-English-speaking pupils. The cooperation of nonschool agencies is enlisted in these efforts.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART F: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

I. CURRICULUM & CHANGE

INFERIOR: Curriculum study and revision are not encouraged and are seldom carried out, or they are planned and carried out without the involvement of the vocational education teachers.

SUPERIOR: Each vocational area is reviewed and evaluated periodically for its practical relationship to real-life situataions. The reviews are based upon studies of social and economic trends, and utilize the knowledge and skills many people. Experimentation with a variety of methods of organizing curriculum content is encouraged.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS:

PART F: QUALITY INDICATORS FOR VOCATIONAL EDUCATION: AN OBSERVER'S GUIDE & CHECKLIST

II. INNOVATION

INFERIOR: Research, experimentation, and innovation are discouraged. Reliance is placed upon traditional methods of instruction. The STATUS QUO is both encouraged and in evidence.

SUPERIOR: Research, experimentation, and innovation are encouraged. Teachers are given adequate time to participate in curriculum planning, evaluation, and research. Individual teachers are encouraged to try out new and experimental methods of instruction. Studies concerning such matters as school dropouts, gifted pupils, on-the-job performance of graduates are conducted on a regular basis.

Check the appropriate description below:

-----Inferior; -----Below Average; -----Average; -----Above Average; -----Superior

ACTION NEEDED TO CLOSE THE GAP:

COMMENTS: